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ABSTRACT

This manual for peer tutors on tutoring community college students was developed as part of the EASE (Equal Access for Students to Education and Experience) Project at seven community colleges in northeastern Minnesota. The manual provides a general overview of policies, benefits, and responsibilities related to peer tutoring. It then offers guidelines and procedures for accomplishing the task. The latter part of the manual deals with students with special needs such as physical disabilities and/or learning differences, followed by suggestions and strategies for tutoring special needs students. Individual sections address the following topics: the community college learning center, the peer tutor, benefits of being a peer tutor, roles of the tutor, improving interpersonal effectiveness, policies on sexual harassment, a code of ethics for tutors, 21 guidelines for peer tutoring, learning styles, time management, the questioning circle, teaching the writing process, graphic organizers, spelling, math, difficult tutoring situations, learning strategies, assistive technology, compliance with Section 504 of the Rehabilitation Act of 1973, a quick reference guide to preferred terminology in speaking of people with disabilities, general suggestions for working with people who have disabilities, characteristics of various disabilities, notetaking, test accommodations, and recording of textbooks. An appendix provides reproducible forms. (Contains 16 references.) (DB)

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TUTOR RESOURCE MANUAL

TUTORING STUDENTS IN THE COMMUNITY COLLEGE

INCLUDES SECTION ON DISABILITIES

SPONSORED BY E.A.S.E.
EQUAL ACCESS FOR STUDENTS TO EDUCATION AND EXPERIENCE
Arrowhead Community College Region

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INTRODUCTION

This manual is primarily written for the peer tutor in postsecondary institutions. New tutors should read the manual before starting out, and read it again after several months of actual tutoring experience. Thereafter, it will continue to serve as a valuable source of information. It is suggested that tutors add to the manual their own observations, experiences and teaching techniques, along with information gained in future training sessions.

The manual provides a general overview of policies, benefits, and responsibilities related to peer tutoring. It then proceeds into guidelines and procedures for accomplishing the task. The latter part of the manual deals with special needs, physical disabilities and/or learning differences, followed by suggestions and strategies for learning.

THE COMMUNITY COLLEGE LEARNING CENTER

Community colleges operate with an "open door" policy. This means that any person who wants to attempt a college education is accepted as a student. A high school diploma or GED are the only requirements. As the "open door" policy has become known, more and more students enter college with needs for remediation and developmental courses. As a result, colleges have established learning resource centers where students can find individual, specific help in their areas of need.

In addition, Federal law 504 mandates services which provide equal access to individuals with disabilities. The ADA (American Disabilities Act) reinforces that mandate. Many of the services provided in compliance with these laws are carried out in the college learning center. Besides peer tutoring, accommodations are offered which include scribes and/or readers and testing arrangements featuring extra time, and a quiet place. Notetakers and taped textbooks may also be a part of learning center services. Peer tutors take part in many of these additional services, sometimes proctoring tests, creating study helps and taping texts.

Some learning centers serve as testing centers. In addition to alternative testing for students with disabilities, instructors may make arrangements for makeup tests. Specific guidelines are needed for such testing.

<u>General Testing Procedures</u>:

Test is brought to Learning Center by the instructor.
Test is filed by Learning Center Staff.
Appointment is made by student for taking test.
Student leaves all books and notes with staff person.
Student takes test and is carefully proctored.
If accommodations are needed, they are implemented.
Student returns test to staff person.
Test is picked up by the instructor.

The Peer Tutor

Tutoring is individualized instruction. Tutoring in various forms has long been an accepted part of academic life. Although originally begun to meet needs of disadvantaged students, tutorial programs have proven to be helpful for students from all situations and backgrounds. The purpose of tutoring service is threefold: to help the student with a present specific problem, to assist in developing learning skills (learning how to learn), and to aid in building a positive self-concept.

Tutors are carefully selected. Among the requirements for a peer tutor is a good background in the subject, plus the ability to explain clearly and communicate sensitively to the student's problems. Recruitment involves soliciting recommendations from faculty and working with financial aid offices. Most student tutors are work study employees.

Knowledge of the subject is, of course, the first prerequisite tutor supervisors look for. Good grades and communication skills come next. It is vital for tutors to be sensitive, empathic, and nonjudgemental. Tutors must also have a realistic understanding of course requirements and college practices.

Tutors must be willing to attend training sessions, must be dependable, must be committed to student success and skilled in interpersonal relationships.

Every learning center has different organization and rules. Tutors must receive this information from their own center and must follow the directions as given. Broken appointments and chronic lateness are unacceptable.

BENEFITS OF BEING A PEER TUTOR

Busy tutors ask, "What am I going to get out of this?" It's important to realize the benefits that result from peer tutoring.

No measurement can be devised for intrinsic reward. Inner satisfaction that comes from helping someone or from recognizing a job well done is the primary motivation for many tutors. The relationships that develop and the honing of interpersonal skills are also factors. Prestige and academic respect come to those who lead in educational surroundings. For other tutors, the primary reward is the actual remuneration. Though usually minimum, most college students can find a use for the money earned.

An important benefit seldom emphasized is that of increased and reinforced knowledge. Tutors find that preparation for sessions and actual practice with material reviews their own knowledge, making it more accessible and usable. It is especially beneficial to tutor in one's own career field. A psychology major tutoring general, developmental and abnormal psychology will gain a far better grasp of subject matter than could be achieved just

by taking those courses. Tutoring also develops questioning skills.

Finally, peer tutoring is a job. It looks great on a resume and will be sure to impress future employers. In addition, if a tutor is consistently punctual, dependable and effective, glowing letters of recommendation are easily obtained from supervisors in the learning center.

Peer tutoring helps more than the student who is seeking help. It brings satisfaction to the tutor, gives him/her a more secure base of knowledge and can affect future employment opportunities. It is definitely a worthwhile experience for college students.

ROLES OF THE TUTOR

THE TUTOR AS COACH:

A coach is a trainer who stands at the sidelines and can observe what is happening and what is needed to solve problems. A coach does not go out on the field to play (does not do the students' work) but will enthusiastically praise a job well done.

THE TUTOR AS COUNSELOR:

A tutor learns to look at the student as a person. There is more going on than just this one course. Learning is a very personal thing, as individual and unique as the person doing it. It is important to recognize differences as valid, and work with the person according to his/her own style and method. Building a relationship, watching for barriers, and careful listening are components of an effective tutoring relationship. For serious personal problems affecting a student's academic performance, tutors refer students to professional counselors.

IMPROVING INTERPERSONAL EFFECTIVENESS

Tutors work closely with students, so interpersonal skills are vital. Sensitivity and respect for the uniqueness of the individual are part of the necessary ingredients. There are ways to improve these skills. Suggestions follow:

1. *Establish rapport* and a positive relationship without encouraging dependency.
2. *Work with the student* in setting objectives and boundaries for each session.
3. *Improve listening skills and develop patience.* Active listening with eye contact and alert posture communicate caring.
4. *Develop effective questioning skills.* Ask "why" and "how" questions rather than "what".
5. *Avoid lecturing and other negative behaviors.* Negative behaviors which affect students' learning include insufficient wait time after questions; rapid reward, when the tutor says "Right" to the first answer given; programmed answering where questions reveal the answer;

nonspecific feedback questions, such as "Do you understand?"; and, fixation at a low level of questions that yield one-word or yes/no answers.

6. *Assess progress* through positive reinforcement. Students who respond slowly in class can be rewarded in individual tutoring sessions. The tutoring situation also lowers anxiety. Tutors can repeat material in different ways and alter cues to fit individual learner's needs, cultural backgrounds, and experiences. They can help students actively participate. Tutors provide encouragement and support as the student struggles with a concept and honestly praise the student when he or she has mastered it.
7. *Learn Techniques for dealing with problems.*
8. *Avoid student manipulation.*
9. *Know the special role of the drop-in tutor* -- learn to facilitate informal (student-to-student) learning.
10. *Work with groups.* Study groups are useful in discussing issues, thus making subject matter more memorable.

POLICIES ON SEXUAL HARASSMENT

Since a tutor is an employee of the Community College System, the policies on Sexual Harassment and on consensual Romantic/Sexual relationships apply. Although the power differential is not as great in the tutoring relationship as in those named in the policy, there is inherent danger for both parties in consensual romantic/sexual relationships. Those in charge of college learning centers and other tutoring services will strongly discourage any such relationship between a tutor and a student. The policies of the Community College System follow.

Policy on Sexual Harassment and Sexual Violence

The Minnesota Community College System is committed to ensuring an educational and employment environment free of sexual harassment, sexual violence or harassment based on sexual orientation

1. Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:
   (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, evaluation of a student's academic performance, term or condition of participation in student activities or in other events or activities sanctioned by the college: or
   (b) submission to, or rejection of, such conduct by an individual is used as the basis for employment, academic decisions, or other decisions about participation in student activities or other events and activities sanctioned by the college; or
   (c) Such conduct has the purpose or effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

2. Sexual Harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended in 1972, (42 U.S.C. S2000e, et. Seq.) the Minnesota Human Rights MS 363.03, Subdivision 51, and Title IX of the Education Amendments of 1972, (20 U.S.C. 1681, et. Seq.) and is punishable under both federal and state laws

3. Sexual Violence or Assault: Acts of sexual violence, such as rape, acquaintance rape, or other forms of nonconsensual sexual activity; or violence and harassment based on sexual orientation will not be tolerated in the Minnesota Community College System. Such acts are

inappropriate and create an environment contrary to the goals and mission of the System and its colleges. These acts will be thoroughly investigated and will subject an individual to appropriate disciplinary sanctions and/or possible action by appropriate law enforcement agencies.

The Dean of the College and the Director of Student Services are the College's Designated Sexual Harassment Officers and are responsible for investigating complaints and alleged harassment which has not yet resulted in complaints. Please contact the Dean and/or the Director of Student Services in the event of harassment.

VI.06.04.02 CONSENSUAL ROMANTIC/SEXUAL RELATIONSHIPS
BOARD POLICY

Consensual romantic/sexual relationships between faculty, staff and students or between supervisors, staff and employees are strongly discouraged.

Substantial risks are involved even in seemingly consensual/sexual relationships where a power differential exists between the involved parties. The respect and trust accorded a faculty member or other employee by a student, as well as the power exercised by faculty in giving grades, advice, praise, recommendations, opportunities for further study or other forms of advancement may greatly diminish the student's actual freedom of choice concerning the relationship. Similarly, the authority of the supervisor to hire, fire, evaluate performance, reward, make recommendations, assign, and oversee the work activities of employees may interfere with the employee's ability to choose freely in the relationship.

Claims of a consensual romantic/sexual relationship will not protect an individual from sexual harassment charges nor will it guarantee a successful defense if charges are made. It is the faculty member, supervisor, or staff who will bear the burden of accountability because of his/her special power and responsibility, and it will be exceedingly difficult to use mutual consent as a defense.

All employees should be aware that entering into a romantic/sexual relationship between faculty, staff and students or supervisors, staff and employees is ill-advised and is not condoned by the Minnesota Community College System.

TUTOR CODE OF ETHICS

I will respect the dignity and the inherent worth of each individual.

I will give the student my full attention and accept him/her without judging.

I will encourage without flattering.

I will not impose my values and beliefs on my students.

I will work to build my student's self-confidence and independence.

I will learn from my students.

I will not do the student's work for him/her.

I will tutor only subjects in which I am proficient and knowledgeable.

I will be honest about areas where I am uncertain.

I will be punctual and dependable.

I will set an example of good time management, class attendance and good study habits.

I will keep accurate records of my tutoring sessions.

Twenty-one "Bees" for Tutoring

* Be friendly. Get to know the student by name.
* Be encouraging. Make sure the student succeeds in some way.
* Be positive. Show faith in the student's ability.
* Be on time and prepared.
* Be specific. Give the help that is needed.
* Be enthusiastic. Show that you enjoy the subject.
* Be accepting, not condescending.
* Be a listener. Give the student your full attention. Let him/her do most of the talking during the session.
* Be patient. You may have to go over material often. Ask one question at a time.
* Be focused. Keep the interactions on track.
* Be fun. Use a variety of ways to explain things.
* Be effective. Provide the information that the student needs rather than what you know.
* Be a good questioner. Avoid asking "yes" or "no" questions.
* Be clear. Check to see if you have been understood.
* Be honest. Admit if you don't know an answer.
* Be flexible. Working with each student is a unique and individual experience.
* Be aware. Watch for clues in order to identify underlying feelings.
* Be a good student so that you can suggest successful study habits based on your own experiences.
* Be knowledgeable about available resources. Know your learning center.
* Be trustworthy. Respect the student's privacy and do not discuss his/her problems with others.

LEARNING STYLES

More and more emphasis in educational circles is being placed on individual learning styles. Studies are being done on ways to learn and how students differ in their learning styles. These differences are not related to intelligence or disabilities, but merely indicate the individual's preferred method for processing of information.

Not everyone learns well in the same way. Some learn best by reading. Others learn best by listening. Still others learn best when they watch demonstrations or do projects. "Learning styles" refers to the variety of ways people take in, store, and retrieve information. Learning styles can give clues about how to best approach a particular task.

Only a small percentage of people are primarily auditory learners. However, almost all postsecondary classroom teaching is directed to this style of learning. By supplementing visual and tactile experience, student learning can be enhanced. Find out more about your own individual learning style by doing the following inventory.

Learning Styles Inventory

Group 1

__ 1. I like to read when I have free time.
__ 2. I like to read a report rather than be told what's in it.
__ 3. I understand something best when I read it.
__ 4. I remember what I read better than I remember what I hear.
__ 5. I would rather read a newspaper than watch the news on TV.
____ **Total number of check marks in Group 1.**

Group 2

__ 1. I take notes when I read to better understand the material.
__ 2. I take lecture notes to help me remember the material.
__ 3. I like to recopy my lecture notes as a way of better understanding the material.
__ 4. I make fewer mistakes when I write than when I speak.
__ 5. I think the best way to keep track of my schedule is to write it down.
____ **Total number of check marks in Group 2.**

Group 3

__ 1. I like to listen to people discuss things.
__ 2. I learn more when I watch the news than when I read about it.
__ 3. I usually remember what I hear.
__ 4. I would rather watch a TV show or movie based on a book than read the book itself.
__ 5. I learn better by listening to a lecture than by taking notes from a textbook on the same subject.
____ **Total number of check marks in Group 3.**

Group 4

__ 1. I remember things better when I say them out loud.
__ 2. I talk to myself when I try to solve problems.
__ 3. I communicate better on the telephone than I do in writing.
__ 4. I learn best when I study with other people.
__ 5. I understand material better when I read it out loud.
____ **Total number of check marks in Group 4.**

Group 5

__ 1. I can "see words in my mind's eye" when I need to spell them.
__ 2. I picture what I read.
__ 3. I can remember something by "seeing" it in my mind.
__ 4. I remember what the pages look like in books I've read.
__ 5. I remember people's faces better than I remember their names.
____ **Total number of check marks in Group 5.**

Group 6

__ 1. I like to make models of things.
__ 2. I would rather do experiments than read about them.
__ 3. I learn better by handling objects.
__ 4. I find it hard to sit still when I study.
__ 5. I pace and move around a lot when I'm trying to think through a problem.
____ **Total number of check marks in Group 6.**

Interpreting the Inventory

This inventory deals with six basic learning styles: reading, writing, listening, speaking, visualizing, and manipulating. You probably use a combination of several learning styles as you go about your work. The learning styles inventory is designed to point out your *strongest* learning styles. Look over the inventory you took. In which groups do you have the most check marks?

If you had three or more check marks in Group 1, *reading* is one of your preferred learning styles. You find it easier to learn information by reading printed words.

If you had three or more check marks in Group 2, *writing* is one of your preferred learning styles. You learn information more easily when you express it in written form.

If you had three or more check marks in Group 3, *listening* is one of your preferred learning styles. You find it easy to learn information that you hear.

If you had three or more check marks in Group 4, *speaking* is one of your preferred learning styles. You are best able to learn when you express yourself out loud.

If you had three or more check marks in Group 5, *visualizing* is one of your preferred learning styles. Your mind's eye is a very powerful learning tool for you. You learn well when you use your brain to "photograph" information.

If you had three or more check marks in Group 6, *manipulating* is one of your preferred learning styles. You learn well when you are able to handle objects you're learning about. Manipulating situations by changing your location, moving around, etc., also helps you to learn.

Each of the next six sections focuses on one learning style. Turn to the sections that feature your preferred learning styles to find general suggestions for taking advantage of the ways you learn best. Read about any learning style in which you had three or more check marks. These are your strongest learning styles and you should use them whenever you can.

Reading

If reading is one of your preferred learning styles, you take in, store, and retrieve information more easily when you can see it and read it yourself. Below are some general suggestions for how to take advantage of this style.

- Read a chapter before you listen to the lecture on it.
- Read a book or article about a topic instead of attending a lecture.
- When you watch demonstrations, take good written notes. Later you can refresh your memory by reading your notes.
- Get information for reports by reading instead of watching videos or listening to speeches.

- Read your notes, study guides, and flash cards over and over again.
- Back up what you hear by taking notes that you can refer to again.
- Read directions instead of having someone tell you how to do something.
- Read information yourself instead of having someone read it to you.
- Look up words you don't know the meaning of in a dictionary instead of asking someone what they mean. You'll be more likely to remember the meanings.
- Make travel plans by reading maps and travel guides.
- Choose a job that requires more reading than listening.

Writing

If writing is one of your preferred learning styles, you take in, store, and retrieve information more easily when you write it down. Below are some general suggestions for how to take advantage of this style.

- "Pencil read" by reading with a pen/pencil in you hand. Underline and take notes as you read. "Talk to yourself" in writing.
- Take good lecture notes.
- Recopy your lecture notes in your own handwriting.
- Choose to do written reports instead of giving speeches whenever possible.
- Write down the steps you need to follow in order to complete a project.
- Keep track of your schedule with a calendar system and write down commitments.
- Write lists of things you need to do.
- Carry a small notebook with you, so you can take notes to remember what you have read or heard.
- Write people letters instead of calling them on the telephone.

- Choose a job that involves more writing than listening or speaking.

Listening

If listening is one of your preferred learning styles, you take in, store, and retrieve information more easily when you hear it. Below are some general suggestions for how to take advantage of this style.

- Never miss a class. Listening to the information you have read about will help you to understand it better.
- Listen to information about a topic on videotape, TV, or an audiotape.
- Tape a lecture, so you can listen to it again.
- Read out loud the information you are studying.
- Interview people about the subject you are studying.
- Have another student read his notes to you.
- Study with other people. Discuss ideas and give each other oral tests.
- Discuss your notes, direction, or manuals out loud with yourself.
- Use a tape recorder to quiz yourself.
- Repeat information out loud after hearing it.
- Have someone read your tests to you or read them out loud to yourself.
- Call people on the telephone instead of writing to them.
- Choose a job in which listening plays an important part.

Speaking

If speaking is one of your preferred learning styles, you take in, store, and retrieve information more easily when you talk about it. Below are some general suggestions for how to take advantage of this style.

- Don't miss classes. You can ask questions about what is said.

- Dictate into a tape recorder what you need to write or study.
- Ask yourself questions out loud while you are studying.
- Study information by saying it out loud and discussing it with yourself.
- Study with other people, so you can discuss the information.
- Study for a quiz by asking questions out loud and answering them.
- Choose to give a speech rather than do a written report whenever possible.
- Repeat things right after you hear them to help you remember them.
- Calm your nerves by saying positive things to yourself.
- Call people on the telephone instead of writing them.
- If you are having trouble spelling a word, spell it out loud before you write it.
- Choose a job that requires speaking rather than writing.

Visualizing

If visualizing is one of your preferred learning styles, you take in, sort, and retrieve information more easily if you can picture something in the mind's eye. Below are some general suggestions for how to take advantage of this style.

- Close your eyes and practice "seeing" what you need to remember.
- Watch movies or videos on a subject, so you will have an easier time "seeing" the information again.
- As you read something, picture how it would look if you were seeing it in a movie.
- As you study diagrams and maps, close your eyes and "see" them again.
- Take special note of the shape of things you want to remember.
- Solve simple math problems by visualizing the numerals.

- Close your eyes and "see" a word you need to spell before you write it.
- Calm your nerves by picturing yourself calm and in control in that particular situation.
- Remember telephone numbers by studying them until you can "see" them in your mind's eye.
- Visualize your tasks on the job to more clearly understand what you need to do.
- For the visual learner, color coding notes, highlights and study materials help to organize material.

Manipulating

If manipulating is one of your preferred learning styles, you take in, store, and retrieve information more easily if you can handle things and/or change your environment. Below are general suggestions for how to take advantage of this style.

- Build models of hard-to-understand concepts.
- Experiment by doing things you read about.
- Watch someone do what you need to learn before trying it.
- Type a research paper on a typewriter or computer.
- Watch demonstrations instead or reading or hearing about them.
- Visit a place you are learning about.
- Given a choice, build a project rather than write a report about it.
- Do math problems with an abacus or with objects you can move.
- Make sure your work area allows you to move around while you study.
- Be flexible with your time schedule, so you can change plans and expectations when you need to.
- Choose a job that allows you to work with your hands and to move around.

Now that you understand learning differences, you are better

equipped to help your students by teaching to their particular styles of learning. Copies of this inventory are in the appendix so you can test your student's learning styles.

Another tutoring approach, one that emphasizes multisensory learning, can be even more effective.

Multisensory learning involves as many of the senses as possible while studying. Encourage students to incorporate each of the following into learning time.

* Read it.
* Say it aloud.
* Write it.
* Listen to it (tape it).
* Visualize it (Use or create charts and maps).
* Manipulate it (Experience it).

The result of an experiment to determine how people learn best concluded that people remember:

10 percent of what they read
20 percent of what they hear
30 percent of what they see
50 percent of what they see and do
70 percent of what they say
90 percent of what they say and do

TIME MANAGEMENT

Often students need help in organizing study time. They may fail to see the "big picture." You, as tutor, may be able to help with this problem by giving them time management sheets and asking them to fill in their activities. These sheets are also helpful to busy homemakers who balance jobs, children and classes. Reduced copies are shown here. Full size sample time sheets and weekly schedule sheets are included in the appendix for use with students.

The class and work schedule sheet is filled out each week with classes, study time, tests, assignment due dates, TV time, games, recreation, etc. The calendars help students stay on target. It is important to schedule enough study time for every class on the agenda. Putting that time in a master schedule makes it more likely that such study will take place. Most students do not realize how much difference spacing study time makes in memory and retrieval. Tutors are encouraged to recommend the time sheets to students who have a tendency to let time get away from them. A number of tutor manuals and handbooks include time management suggestions and sample sheets. Whatever tools are used, getting control of time is vital to student success.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

	WEEKLY CLASS AND WORK SCHEDULE					Week of:	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 - 6:30							
6:30 - 7:00							
7:00 - 7:30							
7:30 - 8:00							
8:00 - 8:30							
8:30 - 9:00							
9:00 - 9:30							
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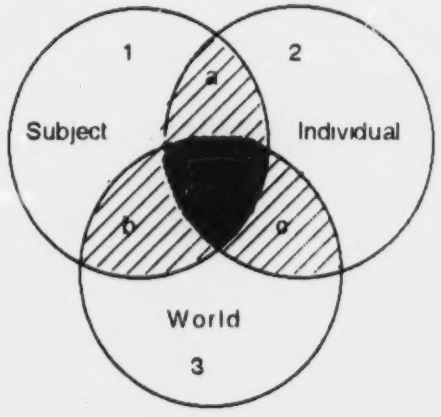
8:00 - 9:00							
9:00 -10:00							

THE QUESTIONING CIRCLE

A good tutor looks for ways to help students learn how to lear One effective method is to form good questions. Many learning techniques include questioning (SQ3R, Cornell note taking, etc.). However, students have a tendency to ask only fact related or definition questions. The text, Teaching Thinking, by Tiedt, Carlson, Howard, and Watanabe, presents an approach introduced by Christenbury and Kelly, which features questions covering cognitive levels of thinking. Using the Venn diagram with three overlapping circles, Christenbury and Kelly demonstrate the process. Circle 1 represents the subject being covered (literature text, science experiment, etc.). Circle 2 represents the individual (personal experiences, values, ideas). Circle 3 represents the world (other information, external knowledge). Obviously these components touch each other, often overlapping, creating shaded areas a, b, and c. This involves more complex thinking. The most integrative thinking occurs when all the circles overlap. This "dense" area contains the most significant (higher order) questions, bringing together subject matter, personal reality and external reality. Sample questions for a literature class reading The Diary of Anne Frank follow.



"Clear" questions:

TEXT: Why does the Frank family go into hiding?

READER: Have you ever been cut off from friends due to illness, quarantine, moving, or for other reasons? Describe what it felt like.

WORLD: What was the policy in Amsterdam toward Jews at this time?

"Shaded" questions:

TEXT/READER: If you had to go into hiding, who would you most resemble in attitude: Anne, Margot, or Peter?

TEXT/WORLD: Are we meant to believe that there were other Jews in hiding during this period? What evidence is given?

READER/WORLD: If your family were forced to flee Naziism, would you willingly go into hiding?

"Dense" questions:

TEXT/READER/WORLD: Could a situation such as that which sent the Franks into hiding for two years happen anywhere on earth today?

This approach to learning through questioning can help students learn throughout life.

Teaching the Writing Process

1. Brainstorm ideas: get several topics - choose one.
   a. Write down every word you can think of about the topic.
   b. Group the words.
   c. Choose a heading for each group.
   d. Write a topic sentence for each group; add heading, sequence, and details.

Example:

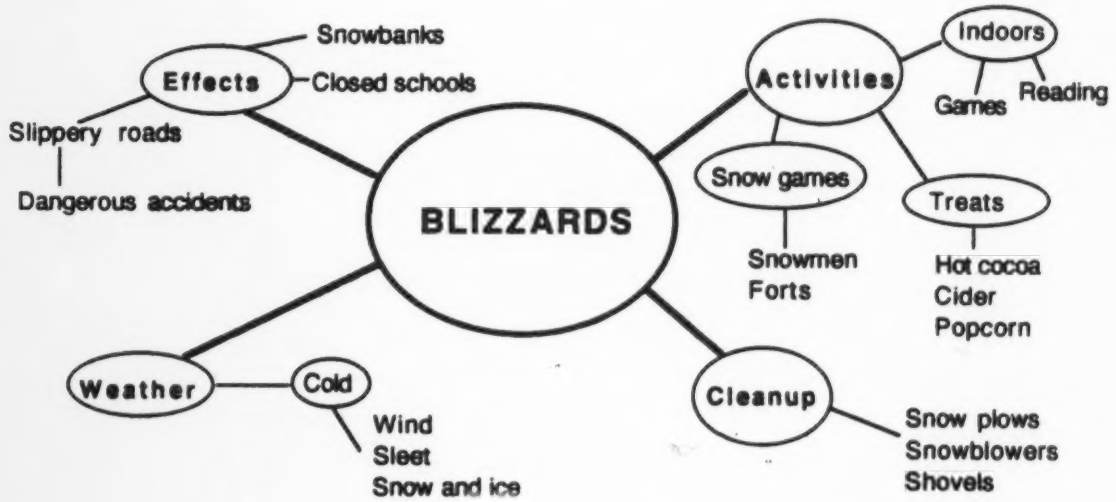
1. Blizzard
   a. Accidents, slippery roads, closed schools, shovels, snowplows, snowblowers, snow, sleet, snowbanks, wind, cold, danger, snowsuits, snowmen, hot cocoa, puzzles, games, reading stories.
   b.

Effects	Cleaning up	Weather	Activities
slippery roads	snowplows	cold	snowsuits
accidents	shovels	windy	snowmen
closed schools	blowers	sleet	snowangels
dangerous		snow	snow forts
snowbanks		ice	hot cocoa
			puzzles
			games
			reading

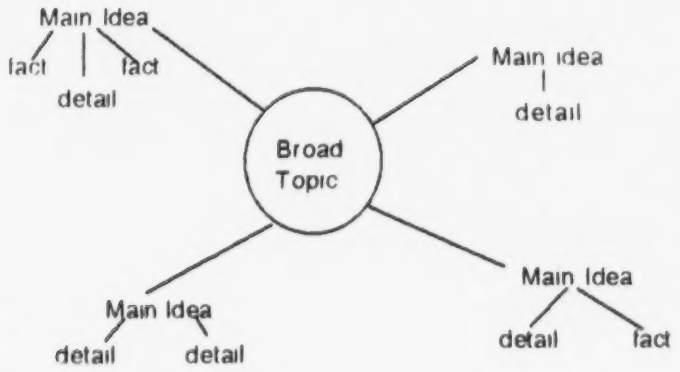
   d. Weather: The blizzard's nasty weather influenced our lives.
   Effects: The day of the storm...
   Activities: Many unexpected opportunities...

2. First Draft
3. Revise
4. Edit
5. Final Copy.

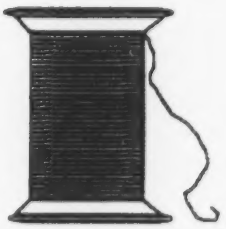
Mapping is a good way to get the writing process started. For example:



General mapping example:



HOW IS AN ENGLISH ASSIGNMENT LIKE A SPOOL OF THREAD? The extended top and bottom of the spool are like the introduction and the conclusion of the paper because they begin and end the spool, containing its contents. They hold the thread in place so it remains stable. The thread is all one piece from beginning to end. In the same way, a good paragraph follows one thought, forming a coherent whole.



GRAPHIC ORGANIZERS

Visual learners often work better with something to look at. Maps, graphs, and diagrams are useful for putting information in a mode easier for these students to remember. For writing assignments, graphic organizers can be helpful in putting the paper together in an organized and coherent form. Included here is an organizer for a comparison/contrast paper. A full size copy of this sheet and others is in the appendix. Other assignments can be arranged in similar ways.

COMPARISON/CONTRAST

Conclusion

SPELLING

General Tip: **Learn basic spelling rules.** The chart below lists several basic rules. Read the spelling rules out loud. Write the example words as you think about the rules.

Basic Spelling Rules*

Rule	Example
Doubling Pattern 1: Double the final consonant if a word has one syllable, one vowel, and one final consonant, and the suffix starts with a vowel. Do not double *w* or *x*.	rip+ing = ripping pat+ed = patted fat+er = fatter
Silent *e* pattern 1: Drop the silent *e* at the end of a word if the suffix begins with a vowel.	file+ing = filing adore+ed = adored rude+er = ruder
Silent *e* pattern 2: Do not drop the silent *e* at the end of a word that ends in *ce* or *ge* if the suffix begins with an *a* or an *o*	change+able = changeable
Changing *y* to *i*: When adding a suffix to a word that ends in *y*, change the *y* to *i* unless the suffix begins with *i*. After changing the *y* to *i* add *es* instead of *s* to nouns and verbs.	berry+s = berries hairy+er = hairier scurry+ ed = scurried
Doubling Pattern 2: If a word has more than one syllable, double the final consonant if the suffix starts with a vowel and the last syllable has one final vowel, one final consonant and is accented.	begin+ing = beginning

Learn these aids for checking multiplication.

* Answers to the 5's end in 0 or 5	5 • 2 = 10	5 • 5 = 25
* Answers to the 10's end in 0	2 • 10 = 20	5 • 10 =50
* Answers to the 2's end in multiples of 2: 2,4,6,8,0.	2 • 2= 4	2 • 8 = 16
* In every multiple of 9, the sum of the digits is 9.	6 • 9 = 54 (5 + 4 = 9) 7 • 9 = 63 (6 + 3 = 9)	

Suggestions for Mathematics:

Find ways to differentiate between signs.
- Name the sign aloud as you read the problem.
- Circle the sign before starting the problem.
- Highlight or darken the sign.
- Write out the word, plus or minus.

Line up numerals correctly.
- Work in columns.
- Circle the problem number to separate it.
- Use graph or quadrille paper to keep numbers in line.
- Fold the paper into columns.
- Use lined paper sideways.
- Cover all columns you are not working on.

Difficult Tutoring Situations

The interpersonal dimension of the tutoring process is as important as the tutor's subject competence. And while most tutorial sessions offer no significant interpersonal problems, the difficult, ineffective encounter is always possible. The following discussions may help if such an encounter should occur:

Dysfunctional Student Styles

The majority of contacts between a tutor and a student go rather smoothly with both parties honestly and effectively engaging in the learning process. However, there are some tutorial encounters that do not go smoothly because of a disruptive affect or attitude presented by the student. Indeed, the student may even assume an entire "style" in relating to the tutor. The following list includes seven such disruptive styles, common characteristics of each, and suggested approaches to aid in establishing an effective learning relationship. First, two cautions:

Caution 1: Do not see these as mutually exclusive or as rigid postures evident from the first day. Under the various pressures of the quarter, a previously efficient student may drift into or assume one or more of these styles. The suggested approaches, however, would remain the same, with the additional suggestion of appealing to history--for example, "Well, three weeks ago, this was going fairly smoothly. Let's figure out when it was that things got confusing."

Caution 2: Though much of what a tutor does involves academic "counseling" (for example, tips on classes, study suggestions or warnings about specific professors), a tutor should not slip into the role of psychological counselor. The following list is to be used to establish an effective learning relationship, a relationship that allows a student to grow intellectually and allows a tutor to avoid frustrations and grow as a learning facilitator, The tutor would be extremely cautious about probing into any issues that seem to be emotionally charged, deeply defended, or significantly volatile. Doing this can either trigger disruptive emotional material or foster an inappropriate dependency, or both. If you have reason to suspect that your student is experiencing emotional difficulties, please consult with the learning center coordinator or refer the student to a college counselor.

Seven Disruptive Styles

1. **Blocking**

   Characterized by:
   - Low frustration tolerance.
   - Immobilization/hopelessness.
   - Freezing up/blocking.
   - "It's beyond me."
   - "I'll never get it."

* "I'm stuck."

Best Approach:

* Determine what the student **does** know, discuss that--show that foundation.
* Begin from what the student knows and build, in simple steps, toward increasingly complex material.
* Offer continual support.
* Reinforce success consistently.

2. **Confusion (a variation of blocking)**

Characterized by:

* Bafflement/disorientation/disorganization.
* Helpless feeling about the class.
* "I just don't know what to do."
* "I don't know what the professor wants."
* "I studied for the test and got a *D*."
* "I'm not sure where we're going."

Best Approach:

* Use the above four approaches.
* Give structure and order to the student's sessions, to his notes, to papers, etc.

3. **Miracle Seeking**

Characterized by:

* Global interest or concern, with little specificity.
* Enthusiasm about being with tutor, but fairly passive in actual tutoring process.
* High (often inappropriate) level of expectation.
* Evasion or inability to concentrate on tasks.

Best Approach:

* Downplay your role (for example, "I've had more exposure to this, that's all.")
* Focus again and again to specific task.
* Involve student continually with questions, problems.
* Explain significance of active participation in learning process.

4. **Overenthusiasm (a variation of Miracle Seeking)**

Characterized by:

* High expectations/demands of self.
* Talk of limited time, long-range goals versus immediate tasks.
* Global interest/enthusiasm.
* Often found with older students (for example, "Look, I'm thirty years old and I don't have the time these kids have.")

Best Approach:

* Explain counter-productive nature of this eagerness
* Be understanding, yet assure the student that he has time.
* Use numbers 2,3, and 4 under Miracle Seeking listed above.

5. **Resisting**

Characterized by:

* Variations of sullenness/hostility/passivity/boredom.
* Disinterest in class/work/tutor or

* Defensive posture toward class/work/tutor.
* Easily triggered anger.

Best Approach:

* Allow student to ventilate.
* Use first session--possibly second--to build relationship.
* Be pragmatic, yet understanding (for example, "Look, I know this class is a bore, but you need it to graduate--let's make the best of it.")
* As opposed to 1 under Miracle Seeking, establish credibility/indicate past successes.
* If it comes up, assure student that his complaints about a class are confidential.

6. **Passivity (a variation of resisting)**

Characterized by:

* Noninvolvement/inattention/low affect.
* Boredom.
* Little discussion initiated/few questions.

Best Approach:

* Empathize (for example, "You're not crazy about asking a lot of questions in class, are you?" or "It's pretty much of a drag to sit here, isn't it?").
* Attempt to build a relationship and mobilize the student
* Utilize as many mobilizing techniques as possible--questions, problems, minitasks to be accomplished by next session (even checking a book out of the library).
* Reinforce all activities and successes.

7. **Evasion**

Characterized by:

* Manipulation.
* Verbal ability/glibness versus focused writing or problem-solving skills.
* Global/nonspecific praise of tutor's skill, course content, and so on.

Best Approach:

* As with 2 under Miracle Seeking, downplay your role.
* Focus the student on specific tasks; involve him continually with questions, problems.
* If evasion continues, you should ask, in a nonthreatening way, why the student has come for tutoring and what he expects from you (for example, "You know, we've met several times already, but we haven't gotten much done -- what do you think we should plan for future sessions?" or "My biggest concern is your success in this class; how, specifically, can I help you with that?").

Other Difficult Tutoring Situations

Age Differences

Sometimes age differences create an indivisible barrier in the tutoring relationship. An older student may feel resentment

or frustration when being helped by someone much younger. On the other hand, a young student may be resistant to help offered by a person closer to his/her parent's age. The helping relationship can lead to inappropriate hostility -- or even dependency. Tutors should consistently focus discussions to the course material. Thus, externals will more likely be put into perspective.

Students Who Glide Into Failure

These students seem calm and confident but grades reveal problems. It is important to be aware of underlying feelings. A serene exterior may be covering despair. Focusing on reality and accurate self-assesment may help.

If the evidence and the students reports are conflicting, the tutor should gently but firmly discuss the facts. With the student, explore where the actual problems lie. Also, giving assignments, keeping on task and consistent follow-up may help this student achieve some success.

(Adapted from Improving Student Learning Skills, Martha Maxwell)

LEARNING STRATEGIES

Often students perform poorly because they do not know "how to learn." Students can learn "how to learn" through learning strategies. Learning strategies are techniques, principles, or rules students use to learn to solve problems and complete work independently. These strategies focus on how to learn and how to use information. As students advance in the educational system, demands increase for the acquisition and memorization of information and for the demonstration of their knowledge of this information. Strategies enable students to cope with academic demands and teach them how to generalize their skills to a variety of settings including classes, home and employment settings. The overriding goals are for students to learn skills and content and to complete tasks independently.

MNEMONIC STRATEGY

Any memory aid to assist in retrieval is a "mnemonic". Used primarily in memorizing lists, these strategies help identify and organize information.

A commonly used mnemonic device is the acrostic. For example, the word "HOMES" can help one list the Great Lakes (Huron, Ontario, Michigan, Erie, Superior). By using the first letter of each work in a list and forming a word from these first letters, the student can access the list. If a word cannot be formed, a sentence of words each beginning with the first letter of words in the list can help trigger memory.

CORNELL SYSTEM OF NOTETAKING

Notetaking strategies all involve a wider (three-inch) left margin for asking questions or writing main points.

SQ3R

This system involves the steps survey, question, read, recite and review.

Most "how to study" books contain details for learning and teaching these and other strategies.

ASSISTIVE TECHNOLOGY

Every Learning Center differs in the amount and kind of technological equipment available. Tutors need to explore their own centers and become familiar with all of the equipment. Some available resources are:

SOUNDPROOF
A software program including a voice synthesizer which allows the computer to read back what has been typed into the word processor.

ZOOMTEXT
This program enables the visually impaired to adjust the size of the text on the screen.

VOICETYPE
The computer types on the screen as the student speaks into a microphone. Students with writing problems may type a paper by talking it through.

AVT
An old technology with current usefulness, has Audio-Visual Courses in Basic Math and Basic Algebra which combine audio tape and slides for effective individual learning.

VCR
Videos on How to Study and on courses such as writing and biology.

FOUR-TRACK PLAYER/RECORDER
Special equipment provided by Recording for the Blind, for taping lectures and listening to textbooks on tape.

OTHER
A Print enlarger is located in the learning center for students who require larger print for reading. Other helps include videos and Franklin spellers.

Ask about other technical assistance.

POSTSECONDARY STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES
General Considerations

In many ways students with disabilities are like other students. They have the same needs: the need to be challenged, to be part of a group, to be accepted, and to succeed. These students wish to be treated as individuals and not to be singled out or stereotyped as disabled. The following general considerations are important in assisting students with disabilities to meet their educational goals:

* A disability is seldom "total," and usually affects a surprisingly narrow range of activity.

* Many persons find themselves feeling awkward, fearful, or self-conscious when interacting with persons who have disabilities. Common sense, courtesy, caring, and experience will reduce these natural reactions.

* Students with disabilities are frequently "experts" regarding their condition and can often suggest solutions for problems.

* Actions that call attention to deficiencies in students with disabilities should be avoided.

* Misconceptions and/or lack of knowledge concerning disabilities are common. The term "disabled" is not synonymous with cognitive impairment.

* Students with disabilities often resist identification and/or accommodation in order to avoid being "labeled."

* If efforts and techniques are not working, or if you suspect someone may have other learning concerns, see the Learning Center coordinator or the disabilities coordinator.

(College Students with Disabilities: A Reference Guide for Faculty, Minnesota Community College System.)

Section 504 of the Rehabilitation Act of 1973

Section 504 is a very brief law; however, detailed regulations regarding implementation can be found in 34 C.F.R. part 104. The law states:

> "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Since federal financial assistance includes veterans' education benefits and the Basic and Supplemental Educational Opportunity Grant Program, few, if any, universities are exempted from implementing Section 504.

According to this law, a "handicapped" individual is a person who has a "physical or mental impairment which substantially limits one or more major life activities" and includes specific learning disabilities such as dyslexia. With regard to postsecondary education students, "qualified refers to a handicapped person who meets the "academic and technical standards" required for admission or participation in an educational program or activity.

Section 504 requires that faculty, administration, and staff be apprised of the following:

1. No student can be excluded from any course, major, or program solely on the basis of a handicap.

2. Certain academic adjustments, commonly referred to as accommodations, are mandated especially in regard to the provision of alternative testing and evaluation methods for measuring student mastery, except when such an alteration would result in a modification to course objectives.

3. Modifications, substitutions, or waivers of a course, major, or degree requirements are discussed in the regulations implementing Section 504 and may be necessary to meet the needs of some students with learning disabilities.

4. Changes in time limits to complete a degree may have to be made.

5. It is discriminatory to restrict the range of career options in counseling students with LD as compared to non-disabled students with similar interests and abilities

unless such counsel is based on strict licensing or certification requirements in a profession that may comprise an obstacle.

In such cases, the counselor or advisor should inform the student of these requirements so individuals can assess them in light of their learning disabilities and make an informed decision.

Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities such as, but not limited to, the following:

- Blindness or visual impairments
- Cerebral palsy
- Chronic illnesses, such as:
  - AIDS
  - arthritis
  - cancer
  - cardiac diseases
  - diabetes
  - multiple sclerosis
  - muscular dystrophy
  - psychiatric disorders
- Deafness or hearing impairments
- Drug or alcohol addiction*
- Epilepsy or seizure disorders
- Mental retardation
- Orthopedic handicap
- Specific learning disability
- Speech disorder
- Spinal cord or traumatic brain injury

* Section 504 covers former users and those in recovery programs and not currently using drugs or alcohol.

RESPONSIBILITIES OF MINNESOTA COMMUNITY COLLEGES

Section 504 regulation defines a qualified student with disabilities for post-secondary education programs as a person with a disability who meets the academic and technical standards requisite for admission to, or participation in, the college's education program or activity.

A college has no obligation to identify students with disabilities. In fact, Section 504 prohibits a postsecondary education provider from making a pre-admission inquiry as to whether an applicant for admission is disabled. However, a post-secondary institution is required to inform applicants and other interested parties of the availability of auxiliary aids, services, academic adjustments, and the name of the person designated to coordinate the college's efforts to carry out the requirements of Section 504. After admission (including the period between admission and enrollment), the college may make

confidential inquiries as to whether a student has a disability for the purpose of determining whether certain academic adjustments or auxiliary aids or services may be needed.

Many students with hidden disabilities, seeking college degrees, were provided with special education services during their elementary and secondary school years. It is especially important for these students to understand that postsecondary institutions also have responsibilities to protect the rights of students with disabilities. In elementary and secondary school; the school district is responsible for identifying, evaluating, and providing individualized special education and related services to meet their needs. At the postsecondary level, however, there are some important differences. The key provisions of Section 504 at the postsecondary level are:

* That no student may be excluded from any course or courses of study solely on the basis of handicap;
* That prohibitive rules, such as those banning tape recorders from the classroom, be waived for some students with disabilities;
* That auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;
* That alternative testing and evaluation methods for measuring student achievement may be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);
* That classes may have to be rescheduled to permit access for students with mobility impairments;
* That special equipment or devices used in the classroom (and in some cases teaching techniques) that rely upon the sight, hearing, or mobility of students may require adaptation in individual cases; and
* That it is discriminatory to counsel students with disabilities toward more restrictive careers than non-handicapped students, unless such counsel is based on strict licensing or certification requirements in a profession.

MINNESOTA COMMUNITY COLLEGE SYSTEM **SECTION IV**
POLICIES AND REGULATIONS **STUDENT AFFAIRS**
IV.04.05 STUDENTS WITH DISABILITIES

BOARD POLICY

In accordance with Section 504 of the Rehabilitation Act of 1973, Minnesota Community College System affirms the rights of students with disabilities to equal opportunity and treatment in recruitment, admission, progress, services, and activities.

In accordance with Minnesota statute 135.A.16, each campus shall provide, at a minimum, the following services:

1. Support, counseling, and information that may include support groups, individual counseling, career counseling and assessment, and referral.

2. Academic assistance services that may include early registration services, early syllabus availability, course selection and program advising, course work and testing assistance, and tutoring.

3. Advocacy services that may include a designated ombudsman serving as the primary contact and coordinator for students needing services, assistance in working individually with faculty and administrators, intervention procedures, and grievance procedures."

In addition, each community college shall publish in its campus catalogue, and quarterly schedule of offerings, information on campus services that are available to students with disabilities, the name of the college contact person, and the designated location for obtaining information on services.

A QUICK REFERENCE GUIDE

Say...	Don't Say...
person with cerebral palsy	palsied, or C.P., or spastic
person who has...	afflicted, suffers from, victim
without speech, non-verbal	mute, or dumb
person with a psychological disability	crazy or insane
person who is deaf or hard of hearing	deaf and dumb
uses a wheelchair	confined to a wheelchair
person with epilepsy	retarded epileptic
has a learning disability	is learning disabled
non-disabled	normal, healthy
has a physical disability	crippled
congenital disability	birth defect
condition	disease (unless it is a disease)
seizures	fits
cleft lip	hare lip
mobility impaired	lame
chronic illness	sickly
paralyzed	invalid or paralytic
has hemiplegia (paralysis of one side of the body)	hemiplegic
has quadriplegia (paralysis of both arms and legs)	quadriplegic
has paraplegia (loss of function in lower body only)	paraplegic

(College Students with Disabilities, Minnesota Community College System.)

GENERAL SUGGESTIONS FOR WORKING WITH STUDENTS WHO HAVE DISABILITIES

WHEN SPEAKING AND WRITING WITH A STUDENT, PUT THE STUDENT FIRST, THE DISABILITY SECOND.

EXAMPLE:

"Student with a learning disability"
"Person with cerebral palsy"
"Student who uses a wheelchair."

USE THE WORD "DISABILITY" TO DESCRIBE A FUNCTIONAL LIMITATION.

EXAMPLE:

"The student has a physical disability which affects his/her ability to stand for long periods of time."
"This employee has a visual disability and will need special lighting in his/her work area."

USE THE WORD "HANDICAP" TO DESCRIBE A SITUATION OR BARRIER CREATED BY SOCIETY, THE ENVIRONMENT OR SELF.

EXAMPLE:

"The high curb created a handicap for John in his wheelchair."
"The staircase on the outside of the courthouse was a handicap for Norman with his crutches."

* Remember, students with disabilities are people who have more similarities than differences with other students. These students enter the program for the same reasons as any other student. This creates a common interest. Build upon this.

* Don't make assumptions about what the student can or cannot do. Let the student take the initiative to explain the disability, the limitations, and the accommodations or modifications needed. If the student doesn't take the initiative, ask.

* Be consistent in what behavior is expected of all students. Don't accept inappropriate behavior from a student with a disability.

* You may need to ask if the student needs assistance. Don't assume he/she needs help. The best rule of thumb is to let the student know he/she can ask for and receive help.

* Be a role model by showing appropriate behavior towards all students.

* Emphasize abilities not limitations.

* Do not label. Don't say "disabled"; say people with disabilities.

(College Students with Disabilities, Minnesota Community System.)

PHYSICAL DISABILITIES

HEARING IMPAIRMENT

Hearing impairment refers to a reduction in sensitivity to sound which may be accompanied by some loss of the ability to correctly interpret auditory stimuli, even when amplified. Hearing impairments make achievement more difficult to obtain but not impossible.

HEARING DISABILITY

TERMS:

Hearing Impaired: A general term used to include all degrees of hearing loss from minor to severe.

Deaf: The spoken word cannot be understood with or without the use of amplification.

Hard of Hearing: A varying degree of hearing loss in which the person must use visual as well as auditory means to understand the spoken word. Sounds may or may not be clear, and usually the person needs amplification.

Educational Implications: The student may exhibit problems in one or more of the following areas:

GENERAL

* Impaired language development affecting comprehension of written materials, test questions, speaking, and writing.
* Misinterpretation of assignments.
* Difficulty in participating in group discussions or other small-group activities.
* Difficulty grasping abstract concepts.
* Inability to participate without an interpreter.
* Reduced comprehension for hearing aid users due to environmental noise.
* Dependence on visual cues.
* Inaccurate assessment based on standardized test scores.

SOCIAL

* Social isolation.
* Low self-esteem and/or confidence.
* Sense of vulnerability.

Suggested Communication Techniques:

* Talk with the student about the rate and volume of voice communication which will facilitate comprehension.
* Use facial expressions, gestures, and other "body language".
* Avoid blocking your mouth if student lip reads and avoid speaking with your back to the person.
* Rephrase a thought if the student does not understand.
* Check for comprehension.
* Consider learning basic sign language.

Suggested Environmental Techniques:

* Encourage the student to sit in the front row in class.
* Avoid placing the person in a noisy environment.
* Room acoustics and environmental noise need to be considered for a student using a hearing aid.
* Inform the student by touch or signal to evacuate the building in case of a emergency.

Suggested Interpreter Tips:

* Direct questions and conversation to the student, not to the interpreter.
* Provide the interpreter a list of technical terms and unfamiliar vocabulary.
* Notify interpreter of schedule changes in advance.

ADDITIONAL INFORMATION ABOUT HEARING LOSS

The student may have difficulty with the English language. English can be considered a second language for people who use American Sign Language (ASL) as their native language. Often, students using ASL may have English errors: omitted articles of a, an, and the; lack of subject/verb agreement; omitted plurals or endings; irregularities in sentence construction. The students usually have difficulty with idioms, passive voice, and innuendos or inferences.

Hearing aids have no effect on a person's ability to process the sound. Hearing aids amplify only; they do not make sounds clear. Some students benefit from hearing aids, but others do not.

Speech reading or "lip reading" is sometimes used. Students need to see the tutor's face in a good light for speech reading. Even with ideal situations, students usually understand about one-third of the information due to the identical mouth movement in many speech sounds; for example, "p" and "b" look just alike and "d" and "t" look just alike.

Some students speak clearly; others do not. If you do not understand, ask the student to repeat. Sometimes the student may use writing to clarify communication.

VISUAL IMPAIRMENT

Visual impairment is the loss of visual function of so that special aids and use of other senses are necessary to achieve performance ordinarily directed by visual clues. Students who are "visually impaired" may be either partially or totally blind.

TERMS:

Definition: The degrees of visual impairment include: partially sighted, legally blind or blind. Within the area of partial sight there may be a wide variance of vision.

Limited Vision: Students may have limited vision even with lenses which limits their ability to see print. They may have problems with: field of vision (seeing only a part of the total picture), color blindness, and visual acuity (not seeing things sharply or clearly).

Legally Blind: Students are considered legally blind when visual acuity is 20/200 or less in the better eye with the use of corrective lenses. Most legally blind students have some vision. A student with partial sight may rely on residual vision with the use of adaptive equipment.

Blind: Totally blind students may have visual memory.

Educational Implications: The student who is visually impaired may exhibit problems in:

GENERAL

* Inability to use visual materials.
* Difficulty in taking traditional paper and pencil tests
* Need for a longer time to complete assignments.
* Difficulty in focusing on small-group discussions.
* Increased eye fatigue.

SOCIAL

* Low self-esteem.
* Feelings of social inadequacy and isolation.
* Reduced personal independence.
* Limited job opportunities and career choices.

ACCOMMODATIONS

Instructional Techniques:

* Suggest that students tape lectures for review and reinforcement.
* Tape record written assignments.
* Allow tests to be taken orally.

Suggested Environmental Techniques:

* Be sensitive to possible hazards.
* Be aware of emergency routes and provide assistance to students when appropriate.

SEIZURE DISORDER

A meaningful simple definition for a seizure disorder is difficult because of its wide variability. A seizure disorder may be defined as episodes of abnormal motor, sensory, autonomic, or psychic activity (or a combination of these) as a consequence of sudden excessive electrical discharge from cerebral neurons

(Lippincot Manual of Practical Nursing, 4th Edition). Such seizures may consist of only a brief suspension of activity, **petit mal**; automatic motor activity or complex alterations of behavior, **psycohomotor**; or a full-blown generalized motor seizure, **grand mal**. Persons with this disorder generally look and function like everyone else in society but may experience some memory dysfunction.

Educational Implications: The student with a seizure disorder may exhibit problems in:

GENERAL

* Brief lapses of consciousness or "staring spells" causing disruptions in the learning process.
* Side effects from anticonvulsant medication resulting in slowed reaction, clumsiness and poor hand coordination, eye focusing difficulty, and flatness of affect.
* Increased absences if grand mal seizures are not medically controlled.
* Memory deficits due to complex partial seizures or temporal lobe epilepsy.
* Clouded thinking caused by chronic seizure disorders and effects of medication.

SOCIAL

* Social isolation due to the general public's fear and misunderstanding of seizures
* Avoidance of social situations because of fear of embarrassment should a seizure occur.

ACCOMMODATIONS

General Techniques:

* Be aware of the type of seizure disorder the student has (if the student discloses it).
* Learn what to do when a Grand Mal seizure occurs.
* Recognize effects of medication on performance and allow extra time for exams.
* Help the student assess how competitive they might be in their chosen career field.

SEIZURE AID

* Remain calm and reassure other students.
* Know first aid--send someone for help.
* Call an ambulance when another seizure follows the first (within a half hour or so) or when a seizure state persists for a prolonged period of time (one half hour). These conditions require prompt, medical attention.
* Ease the student to the floor.
* Remove objects which may injure the student.
* Do not attempt to stop the seizure nor interfere with the student's movements. Let the seizure run its course.
* Never try to place any object in the mouth. Turn the head or body to the side to prevent the tongue from slipping to the back of the throat interfering with breathing.
* Do not attempt to revive a student who may turn pale, have irregular breathing, or stop breathing. Seizure activity will diminish and they will breathe regularly on their own.
* Assure a student who has experienced a seizure that all is well and that you understand.
* Attempt to give the student privacy if bladder incontinence occurs after a grand mal seizure.
* Allow the student who has experienced a grand mal seizure to rest and check his/hercondition frequently. The student will usually be disoriented and extremely tired.
* Do not give food or drink until the seizure activity has passed.
* Notify the individual listed to call in case of emergency. It may be best for the student to go home.

MOTOR IMPAIRMENT

Motor impairment is the partial or total loss of the function of a body part. Such impairment may result in muscle weakness, diminished stamina, lack of muscle control, involuntary movements,

total paralysis, and reduced levels of function in tasks that require general trunk mobility. These motor impairments range from spinal cord injury and amputation to the more nebulous chronic back disorder. The educational expectations will differ in relation to the disability.

COORDINATION DISABILITY

Definition: A coordination disability limits mobility, especially in the area of hand function and upper body movement. The student may experience difficulty with fine motor tasks. There may be spasticity or tremor of the hands. Some examples are: partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis, and cerebral palsy. Respiratory and cardiac diseases can also affect coordination. Any of these conditions may also impair strength, speed, endurance, coordination, and dexterity that are necessary for proper hand function.

MOBILITY DISABILITY

Definition: An obvious physical disability that may require accommodation and assistance to access the educational setting. The term includes impairments caused by congenital anomaly, MS, amputation or head injury.

A student with this physical disability may:
Have tremor or spastic movements.
Walk slowly, and
If in a wheelchair, may move around to redistribute weight.
A back injury or arthritis may need frequent movement--allow for breaks so student may move about.

SPEECH DISABILITY

Definition:

Speech impairments range from problems with articulation or voice strength to complete voicelessness. They include difficulties in projection, (chronic hoarseness and esophageal speech) fluency problems (stuttering and stammering) and nominal aphasia that alters the articulation of particular words or terms.

PATIENCE is therefore the most effective strategy in dealing with speech-impaired students. It is important that self-expression be encouraged, but pressure to speak is not helpful. It is important to accept and respond to all appropriate attempts at communication. When speaking to a speech-impaired person, continue to talk naturally. Resist the temptation to complete words or phrases for a speech-impaired person. Maintain good eye contact when the student is trying to communicate.

SYSTEMIC DISABILITY

Definition:

Students may have limited strength, vitality, or alertness

due to acute health problems such as heart condition, tuberculosis, asthma, epilepsy, leukemia, diabetes, or AIDS.

Many disabilities are obvious and the question is one of the degree of accommodation and assistance required. However, there are cases in which a tutor may have no way of knowing that a student has a disability. A student with epilepsy who is on medication may not mention the condition to the tutor. During a remission period, a student with multiple sclerosis may not feel the need to mention anything.

CHEMICAL DEPENDENCY DISABILITY

Definition:

Chemical dependency is a condition of physiological and /or psychological dependence on any of a variety of chemicals, such as illegal drugs, some prescription drugs and alcohol. Individuals who are recovering from drug or alcohol abuse or who are in the treatment process are covered by federal anti-discrimination legislation and are eligible for college services for students with disabilities.

These students may experience psychological problems such as depression, anxiety or low esteem. They may also exhibit poor behavior control and, they may experience undesirable side effects to medication.

Students who used drugs in high school may have missed classes, and may have impaired memory and concentration skills.

Only students who are in treatment programs and who are no longer taking drugs are included under PL 504.

PSYCHOLOGICAL DISABILITY

Definition:

A psychological disability is an invisible disability. The experience is unique to each person. Research indicates that the presence of symptoms doesn't necessarily interfere with learning.

Characteristics that may be observed:

Depression/withdrawal,
Inappropriate behavior in class,
Side effects of medication,
Mood swings,
Short attention span,
Forgetfulness,
Aggressiveness and anger,
Denial and fluctuating energy levels.

ABI - ACQUIRED BRAIN INJURY or
TBI - TRAUMATIC BRAIN INJURY DISABILITY

Definition:

The following definition has been developed by the California consortium for the Study of Programs for the Brain Injured: Acquired Brain Injury (ABI) is an acquired impairment of medically verifiable brain functioning resulting in a loss or partial loss of one or more of the following: cognitive, communication, psychomotor, psychosocial, and sensory/perceptual abilities. The preceding deficiencies are defined as:

Cognitive: Loss or partial loss of memory function, concentration, judgement, problem solving, mental flexibility, organizational thinking skills, spatial orientation and information processing;

Communication: Impairment of speech, language and pragmatics (the appropriate use of semantic and non-semantic rules governing communication).

Psychosocial: Inappropriate social behavior or impaired psycho-dynamics that limit or impede interpersonal relationships, coping strategies and goal directed behavior.

Sensory/Perceptual: Deficiencies in primary perceptual systems such as visual, auditory, and tactile.

Psychomotor: Limitation in locomotion or motor functions and/or physiological dysfunction of a body part or system.

Brain injury can occur from two types of trauma: 1) external events, such as closed head trauma or gunshot, or other penetration missile wounds that penetrate the brain; or 2) internal events, such as cerebral vascular accidents, tumors, ingestion of toxic substances, hypoxea, or infections of the brain. Understanding the consequences of brain injury on brain function has much greater implications for education.

ADHD/ADD - ATTENTION DEFICIT - HYPERACTIVITY DISORDER DISABILITY

Definition:

To be diagnosed with ADHD a person must have a history of ADHD with symptoms dating back to childhood. The symptoms include both attentional deficits and hyperactivity. Behavior characteristics that are seen frequently in adults with ADHD are:

Trouble attending, feelings of restlessness and fidgeting, quick and excessive temper, impulsivity, moodiness, disorganization, and low stress tolerance.

Many adults take medication to control the behavior.

The student may have difficulty maintaining attention span, controlling impulses, staying on task, and finishing assignments. The student may give the impression that he/she is not listening. Work is often messy because it is performed impulsively. The student may blurt out answers before the complete question has been asked and may start an assignment before he/she has all the directions.

Fidgeting, manipulating objects repetitively, and experiencing difficulty staying seated are problems for these students.

ADD may exist without hyperactivity. ADHD or ADD may exist alone or with a learning disability.

ACCOMMODATIONS

* When testing, it may help to divide a test into sections, allowing for a break.

* A course in study skills offering help in time management and organization.

* Tutoring to reinforce skills and aid concentration.

* Counseling support to develop appropriate social skills.

(College Students with Disabilities, a Reference Guide for Faculty, Minnesota Community College System.)

DEFINITION OF LEARNING DISABILITY

A Learning Disability (LD) is:

* A permanent disorder which affects the manner in which individuals with normal or above average intelligence take in, retain, and express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear or skin, and the brain.

* Commonly recognized in adults as processing problems in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults may also have language-based and/or perceptual problems.

* Often inconsistent. It may present problems on Mondays, but not on Tuesdays. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only one specific academic area, such as math or foreign language.

* FRUSTRATING! Persons with learning disabilities often have to deal not only with functional limitations, but also with the frustration of having to "prove" that their invisible disabilities may be as handicapping as paraplegia.

A Learning Disability is Not:

* A form of mental retardation or emotional disorder.

Characteristics of LD Adults

The characteristics of adults with learning disabilities include:

1. Average-to-above-average intellectual ability .

2. A marked discrepancy between achievement and potential with uneven abilities within the same individual. Adults with LD may be able to express ideas orally with fluency and even eloquence, but they may be unable to write these same ideas using correct sentence structure, punctuation, capitalization, and/or spelling. There is often a marked discrepancy between oral contribution in class and in-class essays, exams, and/or papers.

3. A distinct combination of abilities and deficiencies and therefore, a unique profile. Some areas of functioning will be average, above average, or even in the gifted range, while deficiencies will vary from minimal to severe.

4. Processing deficits. Two of the most persistent, residual deficits are auditory and visual perceptual problems. Because some adults with LD misperceive what they hear, they misunderstand or do not comprehend what is said. For example, the student who hears, "The lent is $400 a month" (instead of rent) is understandably perplexed.

   Difficulty seeing accurately. Reversals, rotations, or inversions of numbers and/or letters still plague some adults with LD, especially under pressure. They may read $269.06 as $296.06 and often have difficulty with personal money management.

   Long and short-term auditory and visual memory deficits are also quite common. Some adults with LD have difficulty remembering what they hear. For some, verbal information is difficult to retain. For others, numerical information may not be retained. Remembering a series of letters, especially necessary in spelling non-phonetic words, requires adequate long-term visual memory. A high proportion of adults with LD are poor spellers.

5. Specific difficulties of college students with LD include:

   A. Oral Language

      1. Difficulty comprehending oral language presented at a rapid rate or for long periods.

      2. Vocabulary weaknesses.

      3. Difficulty expressing ideas clearly or in sequence.

4. Usage errors (e.g., subject/predicate agreement).

5. Inappropriate prepositions.

6. Word-finding difficulties (e.g., exhilarated for accelerated).

7. Difficulty pronouncing multisyllabic words (such as statistics or anonymity).

8. Slightly slurred speech, especially when fatigued.

9. Difficulty learning to speak a foreign language.

10. Oral contributions far superior to in-class essays and exams, especially those written under timed conditions.

B. Reading

1. Inaccurate comprehension and poor retention.

2. Difficulty finding the important points or main idea.

3. Problems integrating reading material and lectures.

4. Slow reading rate with inability to adapt reading speed.

5. Incomplete mastery of phonics.

C. Written Language

1. Poor penmanship, especially in cursive, with a preference for printing rather than cursive.

2. Occasional use of printed letters when writing in cursive.

3. Misuse of capital letters, even in the middle of a sentence.

4. Overly-large or cramped handwriting.

5. Poorly formed or illegible letters.

6. Frequent spelling errors, including transpositions of letters (/re/for/or/), omissions, additions, or substitutions of sounds and syllables, and attempts at phonetic spelling for non-phonetic words.

7. Trouble initiating work on an assignment, in-class essay, or an exam.

8. Compositions limited in length.

9. Sentence structure problems varying from an abundance of short, simple sentences, sentence fragments, and run-ons, to overly-long complex sentences, unacceptable syntax, or missing inflectional endings such as /ed/.

10. Compositions lacking organization, development of ideas, and appropriate transition words.

D. Math

1. Computational skill difficulties.

2. Reasoning deficits.

3. Incomplete mastery of basic facts -- in particular, the multiplication tables.

4. Difficulty recalling a formula or the sequence of steps in an operation.

5. Difficulty understanding and retaining terms representing quantitative concepts.

6. Number reversals and/or transpositions in the sequence of numbers.

7. Difficulty in copying problems and in alignment of numbers in columns.

8. Associated non-verbal disorders such as problems in left-right, time, and spatial orientation.

E. Study Skills Weaknesses

1. Organizing and budgeting time.

2. Beginning and maintaining consistent effort.

3. Note-taking and outlining.

4. Integration of information from various sources.

5. Test-taking strategies.

6. Memorization and self-rehearsal strategies.

7. Use of the library, dictionary, thesaurus, and other available helps.

F. Organization

1. Inability to manage time.

2. Difficulty staying on or completing tasks.

3. Tendency to work slowly, rush through work carelessly, or impulsively start before listening to or reading instructions.

4. Deficiency in listening to lectures and taking notes at the same time.

5. Inability to identify key points in a lecture or chapter.

6. Short attention span.

G. Mechanical

1. Poor coordination, slow motor movements, and noticeable problems in using equipment/tools.

2. Motor weakness in both upper and lower body with poor posture.

H. Social

1. Low self-esteem; avoids eye contact and speaks softly.

2. Inability to read and respond to verbal/nonverbal cues and voice inflections.

3. Tendency to stand too close when talking to others or to communicate too loudly.

4. Inappropriate comments or use of neologisms (made up words such as "flustrating").

5. Impulsive actions.

Effective Tutoring Strategies for the LD Student:

1. **Listen** to the student. Identify and prioritize the issues presented by the student.

2. **Assess** to identify specific areas of need for students who cannot easily articulate their difficulties. Ask the student to show you notes, demonstrate how they read, and how they study for tests.

3. **Prioritize** the needs with the student, then set up a timeline to address these needs.

4. **Build** independence by involving the student in planning for each tutoring session. In this way, the student will feel a sense of control and commitment to learning.

5. **Preview** reading material with student.

6. **Check** comprehension through oral feedback.

7. **Provide** a structured tutoring session by breaking assignments into logical, small steps and by reviewing at the beginning and end of each session.

8. **Help** the student understand the objectives of a course and how to prioritize their goals and schedules to meet the requirements.

9. **Help** the student build good study strategies by using all channels for learning (visual, auditory and kinesthetic) as much as possible.

10. **Help** the student identify and understand his/her learning style and use personal strengths to develop effective study strategies (i.e., a visual learner may benefit by diagrams of sentence structures or color coding).

NOTETAKING

Often tutors are asked to provide a copy of class notes to a student with a disability who is in the class. This is done when the nature of the disability makes it difficult for the student to take comprehensive written notes in class.

Sometimes a student will have difficulty in transferring words or thoughts to paper; sometimes the student has difficulty "decoding" what is heard (e.g., he/she may hear "Tuesday" and think it was "two days"); some students may have difficulty dealing with new vocabulary. For whatever reason, the student with a disability may be able to listen better and profit more from the notes of classmates who do not share these difficulties.

A tutor's notes will be a valuable study aid for the student with a learning disability. Notetakers may also find that by taking careful notes and using the following tips, their notes will be better, clearer and more useful.

TIPS FOR NOTETAKING

1. Label each set of notes with lecture title and date, and number the pages.
2. Listen intently from the beginning of the lecture; the instructor may outline the lecture in the first few minutes and/or go over important details in the last 5-10 minutes.
3. Write as many meaningful facts and details as you can:
   - write everything the instructor writes on the board
   - record all technical facts, names, dates, equations, diagrams, and examples.
   - note clues (such as repetition, change of voice, body language, verbal cues, etc.) which indicate something is important
4. Circle or star(*) assignments and announcements such as test dates.
5. Reading the text and reviewing notes before class will improve understanding of the lecture.
6. Make notes easier to read and more effective as a study aid:
   - use one side of paper only;
   - use dark, ball point pen;
   - write legibly;
   - leave blanks when you are unsure (get clarification from the instructor after class);
   - use correct spelling (if unsure, write "sp" above and correct it later);
   - use white space effectively (separate main ideas/topics with a line or two);
   - mark points of emphasis (change the print, circle, underline, use stars, etc.);
   - underline definitions and include them verbatim;
   - use abbreviations carefully (make a list at beginning or end of notes for any unusual abbreviations you used).

Notetakers may find that students who have asked to use their notes also ask for notes from others in the class as well. This means that he/she is planning to synthesize several sets of notes making sure to get all of the information. If notetakers have followed the tips included here, this combining of notes will create a structure of the information that the student might not be able to develop independently. With the help of notetakers, the student is able to concentrate on content information in class instead of on the mechanics of getting it down on paper. This shifts the emphasis back to what is to be learned instead of how to learn it, and may make all the difference to that student when it comes to showing what he/she knows.

TEST ACCOMMODATIONS

There are a variety of testing methods which may be used when accommodating a disability. A student may dictate test answers to a scribe, type in essay answers on a computer, have extra time for testing, and a separate, quiet place. Sometimes students may need a reader for oral testing. Tutors often provide this service. Test accommodations must be arranged by the student well in advance, with both the instructor and the learning center staff.

Tutors asked to assist in these accommodations, please review test procedures on page 1 and note:

If a student needs extra time and/or a quiet place, the Learning Center will accommodate this need. A tutor may be asked to proctor the test, which involves sitting nearby and watching, ensuring that there is no opportunity for cheating.

If the student has a tracking problem, computer answer forms may be a handicap. In this case a student is allowed to mark answers on the test and the tutor or learning center staff will carefully transfer the answers to the computer answer form.

If a student has a reading problem such as dyslexia, or a visual impairment, a test reader may be needed. In this case, read the questions; twice if needed. Give the student time to think through the question. Take enough time. If the student is thinking, don't interrupt his/her train of thought by repeating the question or by going on too soon.

In some cases, the reader will also act as scribe, marking or writing the answers for the student. Some students will just need a scribe. If the accommodation involves oral answers for essay exams, the scribe must write or type the answer exactly as it is given by the student.

Recording of Textbooks

Often, tutors are asked to assist in recording a textbook or other class material for students with disabilities. This is not as easy as it may seem. A good, usable recording is carefully done. Reading should be evenly paced so a student can follow along as he/she listens. All words should be pronounced clearly and accurately, with an emphasis on consonants so they cannot be mistaken. It is important to use expression and variation in tone while recording. Also, readers should play back the tape to make sure the reading is understandable and volume is correct. Watch out for increased speed. Read more slowly than normal speed. The following is an adapted list of guidelines from Recording For The Blind.

1. When beginning the reading of a book, leave 10 seconds:
   ANNOUNCE: Cassette number (1,2,etc.)
   Leave 10 seconds of silence
   (Title)
   (Author)
   (Publisher)
   (Copyright Year
2. At the beginning of subsequent tapes and tracks:
   Leave 10 seconds of silence
   ANNOUNCE: (Title)
   (Author)
   Cassette number (1,2,etc.)
   Leave ten seconds of silence.
3. At end of each side announce: "End of side (number) on page (number)."
4. Announce the following at the beginning of a chapter: page number, chapter number and name.
5. Announce page numbers at the beginning of each page.
6. Some books may include headings and subheadings within chapters. Such headings are usually in black, heavy print or italics and should be designated as "heading" or "subheading" when they are read.
7. The first time a name appears in the material, read, then spell out the name. Also spell all foreign or unfamiliar words.
8. Italicized words, single words and short phrases within quotation marks or parentheses may be indicated by the inflection of your voice.
9. For longer quotations, read as "quote"..."end quote."
10. When parentheses appear, indicate as "parenthesis...end parenthesis."
11. For graphs, tables, figures, and pictures, read only the caption. Read as "caption...end caption."
12. Read footnotes immediately following the end of the sentence in which the footnote number occurs. Announce as follows [Note (number),...end note], then return to the text.

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APPENDIX

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

WEEKLY CLASS AND WORK SCHEDULE

Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 - 6:30							
6:30 - 7:00							
7:00 - 7:30							
7:30 - 8:00							
8:00 - 8:30							
8:30 - 9:00							
9:00 - 9:30							
9:30 -10:00							
10 - 10:30							
10:30 - 11							
11 - 11:30							
11:30- 12N							
12 - 12:30							
12:30-1:00							
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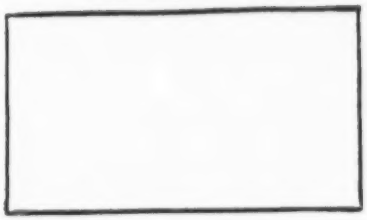
8:00 - 9:00							
9:00 -10:00							

Compare/Contrast

Concept 1

Concept 2



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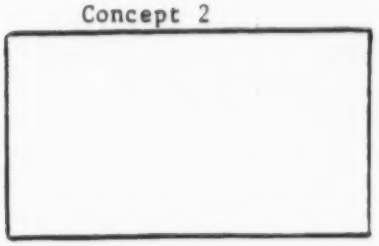

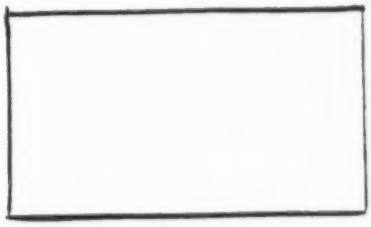

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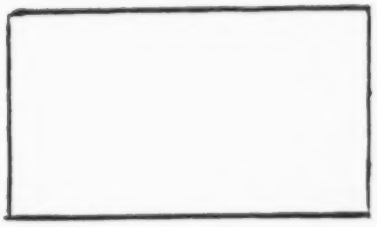

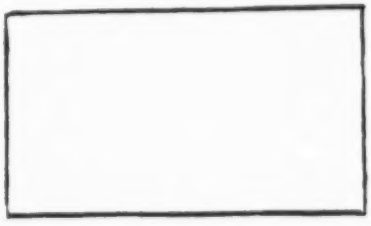

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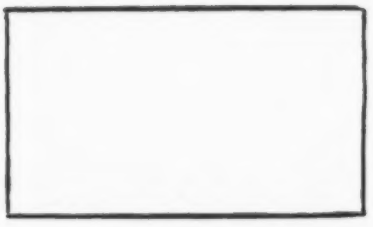

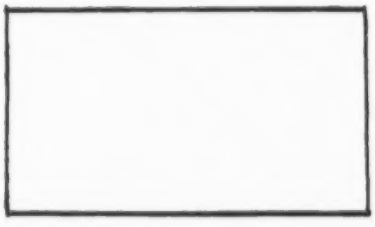

in regard to

Timeline

Starting Date

Ending Date

Dates & Events listed

Visual Sequencing Difficulties

Edith F. Miller

Basic Structure Grid for Essays

Title:

Paragraph 1 (Introduction): Thesis statement _____

_____

Supporting sentences _____

_____

Paragraph 2: Main idea sentence _____

_____

Supporting sentences _____

_____

_____

Paragraph 3: Main idea sentence _____

_____

Supporting sentences _____

_____

_____

Paragraph 4: Main idea sentence _____

_____

Supporting sentences _____

_____

_____

Paragraph 5 (Conclusion): Summary sentence _____

_____

Supporting sentences _____

_____

Visual Sequencing Difficulties

Edith F. Miller